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RELATIONSHIP BETWEEN SELF-CONCEPTS OF NEGRO ELEMENTARY-SCHOOL CHILDREN AND THEIR ACADEMIC ACHIEVEMENT, INTELLIGENCE, INTERESTS, AND MANIFEST ANXIETY.

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RELATIONSHIPS AMONG SELF-CONCEPTS, ACADEMIC ACHIEVEMENT, INTELLIGENCE, INTERESTS, AND MANIFEST ANXIETIES WERE STUDIED. MEASURES FOR THESE VARIABLES WERE OBTAINED FROM A SAMPLE OF FOURTH- AND SIXTH-GRADE NEGRO STUDENTS. THE MEASURES OBTAINED WERE THEN MATCHED WITH SIMILAR FINDINGS FOR WHITE CHILDREN REPORTED BY BLEDSOE AND GARRISON (CRP-1008). SELF-CONCEPTS FOR BOTH NEGRO AND WHITE STUDENTS WERE SIMILAR. NO SIGNIFICANT RELATIONSHIPS WERE REPORTED AMONG NEGRO CHILDREN'S SELF-CONCEPTS AND INTERESTS, ACADEMIC SUCCESS, INTELLIGENCE, AND MANIFEST ANXIETY. THERE WERE NO SIGNIFICANT RELATIONSHIPS BETWEEN MEASURES OBTAINED FROM CHILDREN IN THIS STUDY AND MEASURES REPORTED BY BLEDSOE AND GARRISON. (WN)

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RELATIONSHIP BETWEEN SELF-CONCEPTS OF NEGRO ELEMENTARY-SCHOOL CHILDREN AND THEIR ACADEMIC ACHIEVEMENT, INTELLIGENCE INTERESTS, AND MANIFEST ANXIETY

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PREFACE

Although self appraisal of human behavior is not new, increasingly, recognition of the various cultural forces which influence the child's self concept is becoming important. A hiatus may exist between the "real" self and the "ideal" self. How the child is taught to respond to stimuli in his milieu and the adjustments the organism makes to integrate his behavior determines, to a large degree, his concept of the self be it good or bad. A careful search of the literature revealed not only a scarcity of studies dealing with the self concepts of elementary pupils but only one study which related to the self concept of Negro elementary pupils.

This cooperative research project was conducted through a contract with the U. S. Office of Education provided for in Public Law 531, Eighty-third Congress. The completion of this research project involves the combined effort of several persons. Dr. John D. Greene, Director of Instruction, East Baton Rouge Parish School Board, made it possible to use three elementary schools in the sample. Mrs. Audrey Boykin, Supervisor, East Baton Rouge Parish Schools; Mrs. I. Herson, Principal, Southern University Laboratory School; Miss C. M. Collier, Principal, Park Elementary School; Mrs. T. H. Griffin, Principal, South Boulevard Elementary School and Mr. J. M. Frazier, Principal of McKinley Elementary School together with their fourth- and sixth-grade teachers enabled the investegators to be released from many time-consuming details. Mrs. Ella R. Morris served as secretary for the project for most of the period. Mrs. O. E. Guidry served as secretary during the final two months and was most helpful in completing the typing of the manuscript. Without the assistance of Miss Carrie Williams, who was in turn assisted by Miss Ura Calhoun, the enormous amount of statistical work involved in the completion of this research project could not have been accomplished, also, Misses Elain Bates, Virginia Caillouette, Susie Carter, Verdell Greene, Juanita James, Audrey Lewis, Barbara E. Pierre, Ida LaMotte and Jeannie Wilson who composed the efficient testing teams for the research.

Finally, the expert and cheerful assistance and encouragement of our consultant, Dr. Karl C. Garrison of the University of Georgia were invaluable.

This experience has been worthwhile and rewarding to us. We hope that the results of our efforts reported here will be fruitful as stimulations for further investigations and will serve as additional information about the self concept.

C.L.H.

Baton Rouge, Louisiana, May, 1964 E.E.J.

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CHAPTER I

INTRODUCTION

In man's quest for knowledge, he sought to take an introspection into his inner nature. Fused into a global mass of inextricable traits, the self is conceived by the individual as separate and destinct from all other selves yet, in juxtoposition to the inverse perceived selves. This insatiable desire enables man to establish dialogue with the self in which he apperceives the "real" and "ideal" self.

Today, the province of behavioral sciences have focused much attention on the self concept. Although a number of studies have been done on the "self-concept," the use of the concept is comparatively recent. Efforts have been and are still being made to objectify data by improving instruments and maintaining better control of the subjects.

The "self-concept" is the sum total of all that seems to the individual to be the core of personality. It has been hypothesized that, if man understood the self, he could gain a better insight into the behaviors of others. Assuming this to be true, the "self" arises from the dialectic nature of man. According to McCandless, "the self-concept may be thought of as a set of expectancies, plus evaluations of the areas or behaviors with reference to which these expectancies are held."

The present study is concerned with a global approach to the understanding of the self concept. It is an attempt to study the most important facets of human behavior, needs, aspirations, and particularly, the enhancement of the self, also, to compare these data with similar findings of the Bledsoe and Garrison study (3).

According to Rogers (27), basis to human understanding is need satisfaction out of which emerges so vital a factor as the self-concept. Inherent in the perceived self and coexistent with self is the ideal self. This study was believed significant after a careful survey of the literature which revealed increasing evidence that the social and economic condition of the Negro child conceivably has an effect on him that is different from the corresponding effect on children of other racial groups.

I. STATEMENT OF THE PROBLEM

It is the major purpose of this investigation to study the self concepts of fourth- and sixth-grade pupils in relation to academic achievement, intelligence, interests, and manifest anxiety, and compare these data with similar findings in Bledsoe and Garrison's study.

Specifically, the objectives of this study are stated as follows:

1. To determine the self concepts of a group of fourth-grade children and a group of sixth-grade Negro children.
2. To measure the academic achievement, intelligence, interests, and manifest anxiety of the groups of children selected for the study.
3. To compare the self concepts of fourth- and sixth-grade boys with those of fourth- and sixth-grade girls.
4. To compare the self concepts of fourth- and sixth-grade children.
5. To determine any relationships which exist between the self concepts of fourth- and sixth-grade children and their academic achievement, intelligence, interests, and manifest anxiety.
6. To compare the above findings with similar findings of white fourth- and sixth-grade children in Bledsoe and Garrison's sample.

II. STATEMENT OF HYPOTHESES

The following hypotheses are grouped within logical categories as indicated. In order to be amenable to empirical testing, most of them are stated as null hypotheses.

Self concepts.

1. The self concepts of fourth-grade boys are similar to those of sixth-grade boys.
2. The self concepts of fourth-grade girls are similar to those of sixth-grade girls.
3. The self concepts of fourth-grade boys are similar to those of fourth-grade girls.
4. The self concepts of sixth-grade boys are similar to those of sixth-grade girls.
5. The self concepts of Negro fourth-grade boys are not different from those of fourth-grade white boys.
6. The self concepts of Negro fourth-grade girls are not different from those of fourth-grade white girls.
7. The self concepts of Negro sixth-grade boys are not different from those of sixth-grade white boys.
8. The self concepts of Negro sixth-grade girls are not different from those of sixth-grade white girls.

Relationships of self concepts to selected variables.

9. There is no significant relationship between measures of the self concept and measures of academic achievement among fourth- and sixth-grade Negro pupils.
10. There is no significant relationship between measures of the self concept and intelligence test scores among fourth- and sixth-grade Negro pupils.
11. There is no significant relationship between measures of the self concept and manifest anxiety among fourth- and sixth-grade Negro pupils.

12. The interests of fourth- and sixth-grade Negro pupils are not significantly related to self concepts.
13. There is no significant relationship between measures of the self concept and measures of academic achievement among fourth- and sixth-grade Negro pupils and those among white fourth- and sixth-grade pupils.
14. There is no significant relationship between measures of the self concept and intelligence test scores among fourth- and sixth-grade pupils and among those test scores of fourth- and sixth-grade white pupils.
15. There is no significant relationship between measures of the self concept and manifest anxiety among fourth- and sixth-grade Negro pupils and those measures between fourth- and sixth-grade white pupils.
16. The interest of fourth- and sixth-grade Negro pupils are not significantly related to self concepts while the interest of fourth- and sixth-grade white pupils are significantly related to self concepts.

III. LIMITATIONS

The limitations of this study are the same as those in the Bledsoe and Garrison's study.*

1. Temporal limitation. It is recognized that the Self is subject to change; therefore, the self concept of each subject reported in this study is the concept of that particular individual at the moment that he was tested. However, it is the considered judgment of the investigators that the errors of measurement of the self vary in both directions rather than being constant and are therefore likely in effect to be cancelled.

2. Geographical limitation. This investigation was confined to a study of fourth- and sixth-grade children enrolled in four Negro elementary schools in East Baton Rouge Parish, Louisiana. The schools were chosen to represent a cross section of the school population

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* See Cooperative Research Project No. 1008 for a more detailed description of limitation.

of this parish school system. Findings of this study will be compared with findings of Bledsoe and Garrison's study of fourth- and sixth-grade children enrolled in four white elementary schools in Clarke County, Georgia. Cultural differences may have had considerable influence on the results. The findings for this study are not conclusive. The data may serve as hypotheses for continued study.

3. Methodological limitation. The study of the self concept of elementary school children imposed further limitations when these components are measured by the specific instruments used - paper and pencil tests - together with the way the self is cognized and revealed in a research design. In addition to the above limitations, the authors had to use a substitute instrument - the Stanford Achievement Test instead of the California Achievement Test because the Stanford Achievement Test was in the process of being revised.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The words self concept had their inception in early psychological thought. The "inner self" or "self concept," as we purport it in contemporary thought, was apperceived by the early exponents in introspection. A large number of publications and articles have been written on the self concept. Wylie (37) lists 48 books, 128 articles and 120 unpublished dissertations and dissertation abstracts. None of these publications dealt specifically with the self concept of Negro children.

The purpose of this chapter is to review the available literature on the self concept, beginning with the books and major journal articles which summarize results of these studies. However, a careful search of the available literature shows that only one study, Palermo(22), relates specifically to the self concept of Negro children.

Increasingly, the self concept is becoming the focus of education, psychology and sociology. The main concern of this study is with the conscious or phenomenal self.

I. DEFINITION AND INTERPRETATION

"The self concept may be thought of as a *set of expectancies, plus evaluations of the area of behaviors with reference to which these expectancies are held*," Jersild states: "The self is a composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conception of who and what he is" (3).

The self-concept, based on the writings of Kinch (18) is the individual's conception of himself as it emerges from social interaction and in turn, guides or influences the behavior of that individual.(3). The basic care of the self concept is not static; the configuration of traits are modified between the exigencies of the self and the environment.

As formulated by Mead, Cooley, and Adler, self-conception was considered as a function of the individual's sense of personal worth and adequacy and his evaluation of the attitudes of others toward him" (19).

II. THE MEASUREMENT OF SELF CONCEPTS

The self concept consists of a configuration of traits (embodied in the physical self) as they interact with others in a social milieu. Various attempts have been made to measure these concepts. According to Combs and others (8)"since the self-concept is an organization or phenomenal field, it is not open to direct observation. To study the self concept, it is necessary to infer its nature from observations of the behavior of the individual." Bledsoe and Garrison (3) used various objective methods to arrive at a more valid conclusion of the self concept.

Among the techniques used in the present study were the *Self Concept Scale*, *The Child's Self Description Scale*, *The Children's Manifest Anxiety Scale*, *What I Like To Do*, *Stanford Achievement Test*, *The California Short Form Test of Mental Maturity*, and *The Primary Mental Ability Test*.

III. DEVELOPMENT OF THE SELF CONCEPT

The concept which a child forms of himself develops in the process of social interaction or socialization. According to Rose (28), the first stage by which socialization takes place in the young infant is "learning through some psycho-genetic process - such as conditioning and trial and error. In the second stage - as maturation takes place - the infant internalizes the self as he interacts with others. In the third stage, socialization or the "self" arises when the infant's gestures become an object of others. The family provides the infant with his first socializing experiences and with the people who are important to him. The reaction of these people toward the infant together with the provoking stimuli in the culture will - in most cases - determine the kind of self one devèlops.

Kinch (18) theorizes that one's "conception of the self emerges from social interaction, and in turn, influences the behavior of that individual." In a sense, the self-concept is the integration and synthesis of qualities that the individual attributes to the self.

In a study by Engel (10), it was found that the self concepts of adolescents with positive attitudes remained stable. Data from her study revealed that those subjects whose self-concepts were defensive-positive in 1954 were significantly more stable than those who had negative self-concepts. This confirms the author's hypothesis which was based on the assumption that "crystallization of the self-concept is achieved earlier in development.

Combs and Snygg (8), purport the development of the self-concept to be "what an individual believes about himself; the totality of his ways of seeing himself." They see the self-concept - "the organization of all that seems to the individual to be "I" or "me" - as parallel with the self report - "a description of self reported to an outsider" - but not identical.

CHAPTER III

DESCRIPTION OF PUPIL SAMPLES, INSTRUMENTS, PROCEDURES, AND TERMS EMPLOYED

This study was designed to measure and analyze the self concepts of some samples of fourth- and sixth-grade Negro children, and to compare the results with those of white children in a similar investigation reported by Bledsoe and Garrison. Fourth- and sixth-grade children were sampled primarily because they corresponded to the grades involved in that study.

I. PUPIL POPULATION AND SAMPLES

The children chosen for the study were drawn from four (4) elementary schools in the East Baton Rouge Parish of Louisiana. East Baton Rouge Parish is 455 square miles in area, with an estimated 1963 population of 247,400. There are 24 elementary schools designated as Negro in East Baton Rouge Parish with a total enrollment of 15,778. The fourth and sixth graders in each of the four (4) schools were participants in the study.

II. DESCRIPTION OF INSTRUMENTS

The following instruments were employed: the Self Concept Scale, Child Self Description Scale, Children's Manifest Anxiety Scale, What I Like to Do Interest Inventory, California Test of Mental Maturity,* and the Stanford Achievement Tests. The Self Concept Scale was designed to give an index of the way the subject reportedly thinks of himself. The version of this scale used was adapted for use in the Bledsoe-Garrison study.

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* Detailed descriptions of these instruments can be found in Cooperative Research Project No. 1008, Bledsoe and Garrison.

The Child Self Description Scale consists of 95 items which are subdivided into 19 sets of 5 items each, with each set of 5 items referred to as a pentad. This scale served to evince significant feelings and preferences on the part of the children toward representative activities and situations in their lives.

The scoring system used in determining personal-social orientation was the same as that used by Bledsoe and Garrison, i.e., the personal-social score was obtained by subtracting the social orientation choices from the personal orientation choices and adding this score to a base of 20. Thus, scores above 20 were suggestive of personal orientation, while scores below 20 were indicative of social orientation.

The Children's Manifest Anxiety Scale was employed. The items used were based upon the work of McCandless and Castaneda, who adapted the adult scale for use with fourth-, fifth-, and sixth-grade children. The original scale from which the Children's Manifest Anxiety Scale was derived is Taylor's Personality Scale of Manifest Anxiety.

The What I Like to Do inventory affords a survey of both in-school and out-of-school activities, and enables the investigator to secure interest patterns for each child in eight areas: art, music, social studies, active play, quiet play, manual arts, home arts, and science. This inventory was developed for use in grades four through six, and has been standardized nationally by grade and sex.

The California Short-Form Test of Mental Maturity is a brief version of the earlier California Test of Mental Maturity (36). This instrument contains seven subtests which sample four areas of mental activity: spatial relations, logical reasoning, numerical reasoning, and verbal concepts. Three intelligence quotients are provided by the tests: Language, Non-Language, and Total.

The Stanford Achievement Tests were used instead of the California Achievement Tests because of temporary unavailability of the latter. The California Achievement Tests would have been preferred in this instance since they were used in the Bledsoe-Garrison study with which comparisons are being made.

The Standford Achievement Test, first published in 1923 and revised several times, has been brought up to date and into closer conformity with current emphases and objectives in the different subject-matter areas. The reliabilities of most subtests of the Standford Achievement Tests are high. There are five scores at the primary level and eight at the advanced level.

III. RESEARCH PROCEDURES

The Standford Achievement Tests and the California Short-Form Tests of Mental Maturity were administered to both the fourth- and sixth-grade groups approximately two weeks prior to the administration of the other instruments. Information dealing with family background, health, and educational achievement of the children in the sample was obtained from their cumulative records. Data from the children's cumulative sheets were transcribed and were made a permanent part of the research records.

The Self Concept Scale, Child Self Description Scale, Children's Manifest Anxiety Scale, and the What I Like To Do interest inventory were administered in the classrooms by members of the Cooperative Research team. The classroom teacher was always present in the room and participated in the passing out and collection of tests.

In the fourth-grade classrooms (as in the Bledsoe-Garrison study) the tests were read aloud by the person administering them, and the students read silently and supplied answers to the different items. The students were allowed sufficient time between each item of the test to complete that item. The general directions set forth for administering each test were followed carefully by each tester. Sixth-grade pupils read the different test items silently, with help being offered only in those instances where there were special reading problems.

Measures of central tendency and variability, correlation coefficients, "t" tests of differences in means, and chi squares were some of the methods employed in the statistical analysis of the data. Computations were facilitated by facilities of the Psychology Department and the University Testing Service.

IV. DEFINITIONS OF TERMS

The definitions used in this study follow closely those presented in the Bledsoe-Garrison Project. They are reviewed here briefly:

Self Concept - The individual's report on what he thinks of himself; self-ratings on descriptive adjectives; specifically, the score on the modification of the Bills-Lipsitt Index of Adjustment and Values.

Ideal Self - Self ratings on descriptive adjectives of how the individual would like to be; specifically, the score on the *Self Concept Scale* of how the pupil says he would like to be.

Intelligence Quotient (I.Q.) - The ratio of mental age to chronological age multiplied by 100. In this study, the I.Q. was based upon score on the *California Short Form Test*.

Achievement Score(s) - The score(s) obtained from the *Stanford Achievement Test*.

Manifest Anxiety - That form of anxiety which is observable, hence is capable of being identified; differs from normal anxiety which occurs in response to an actual threat.

Personal-social Orientation - Score on the *Child Self Description Scale* by use of the formula 20 plus number of personal choices from 11 of the 19 Pentads of the *Carlson Self Description Scale* minus the number of social choices. These scores had a possible range of 9 to 31, with an expected mean value of 20.

Pentad - Group of five from which a choice is to be made.

Social Self - The individual's idea of how he is regarded by others.

Socio-economic Status - Determined by type of employment of the supporting parent(s).

Teacher Discrepancy - The difference between the child's score on the *Self Concept Scale* and the teacher's opinion of the same child on that scale.

CHAPTER IV

FINDINGS

In this chapter major outcomes of the study are described and analyzed. The findings are reported primarily in the form of tables, and the accompanying discussion follows the sequence of the hypotheses listed in Chapter I. In the tables groups are designated as follows: Group A, fourth-grade boys; Group B, fourth-grade girls; Group A and B, fourth-grade boys and girls combined; Group C, sixth-grade boys; Group D, sixth-grade girls; Groups C and D, sixth-grade boys and girls combined.

Description of Self Concepts

The findings relative to the self concept are summarized in Table 1. In this table are presented the means, standard deviations, and tests of significance (the "t test")of the various groups for those traits and characteristics revealed by the Self Concept Scale, the Child Self Description Scale, and the Children's Manifest Anxiety Scale. Comparisons of the four groups reveal that the mean self concept of fourth-grade boys was lowest, with sixth-grade girls rating themselves highest. Notably, this finding exactly parallels that of the Bledsoe-Garrison study. The order from lowest to highest in the self concept was fourth-grade boys, fourth-grade girls, sixth-grade boys, sixth-grade girls. In the Bledsoe-Garrison study, the fourth-grade girls and the sixth-grade boys reversed the positions reported here.

Table 1

Means, Standard Deviations and Tests of Significance of Several Measures of Self Concept and Manifest Anxiety of Groups of Elementary Pupils

Variable		A(54)#	B(68)#	A+B(122)#	C(69)#	D(106)#	C+D(175)#
Self Concept	$\bar{X}$	62.46	64.80	63.76	68.96	69.17	69.09
	s	16.89	22.51	20.25	15.95	13.38	14.45
Self-Ideal Concept	$\bar{X}$	70.52	64.50	69.18	75.63	76.72	76.29
	s	16.06	24.83	20.61	16.50	14.72	15.45
Personal-Social Orientation	$\bar{X}$	12.17	11.31	11.69	11.41	11.31	11.35
	s	1.42	1.00	1.37	1.31	1.02	1.14
Manifest Anxiety	$\bar{X}$	15.89	18.91	17.57	18.52	20.44	19.69
	s	10.50	9.59	10.11	6.65	7.40	7.20

Tests of Significance

Variable	A-B#	C-D#	A-C#	B-D#	(A+B)-(C+D)
Self Concept	-.651	-.090	-2.15*	-1.43	-2.49*
Self Ideal Concept	1.61	-.442	-1.71	-3.64**	-3.22**
Personal-Social Orientation	.483	.622	.404	.000	.108
Manifest Anxiety	-1.63	-1.80	-1.59	-1.13	-1.99*

* Significant at .05 level
** Significant at .01 level.
# The groups designated by the letters are described in the accompanying text.

The order from lowest to highest for the self ideal concept was fourth-grade girls, fourth-grade boys, sixth-grade boys, sixth-grade girls. Parallel data in the Bledsoe-Garrison study reveal that fourth-grade boys were lowest, followed in order by sixth-grade boys, fourth-grade girls, and sixth-grade girls.

The order from lowest to highest for personal-social orientation was fourth-grade girls and sixth-grade girls in a tie, followed by sixth-grade boys and fourth-grade boys. Parallel data in the Bledsoe-Garrison study revealed the following order, from lowest to highest: Sixth-grade boys, fourth-grade girls, sixth-grade girls, fourth-grade boys.

The performance on manifest anxiety, from least to most, was as follows: fourth-grade boys, sixth-grade boys, fourth-grade girls, sixth-grade girls. The Bledsoe-Garrison study (hereafter referred to as the comparison data) showed the following results, from least to most: sixth-grade girls, sixth-grade boys, fourth-grade boys, fourth-grade girls.

Fourth-grade boys were more variable than their female counterparts on personal-social orientation and manifest anxiety, and were less variable on the self concept and self ideal concept. Sixth-grade boys were more variable than their female counterparts on the self concept, self ideal concept, and personal-social orientation, and were less variable on manifest anxiety. As in the comparison data, the fourth-grade groups were more variable on all measures than their sixth-grade counterparts.

The tests of significance revealed no significant difference in self concept between fourth-grade boys and girls, sixth-grade boys and girls, and fourth- and sixth-grade girls, but showed significant differences in self concept between fourth- and sixth-grade boys, and between fourth-grade boys and girls and sixth-grade boys and girls. These findings differed from the comparison data, in which very significant differences in self concept were found between fourth-grade boys and girls and between sixth-grade boys and girls, with the girls scoring higher in each instance.

Very significant differences in self ideal concept obtained between fourth- and sixth-grade girls and between fourth-grade boys and girls, on the one hand, and sixth-grade boys and girls on the other. In the comparison data, the self ideal concept revealed only one very significant difference, that between sixth-grade boys and girls.

There was no significant difference in either study on measures of personal-social orientation, but the following significant differences in manifest anxiety were found: sixth-graders scored significantly higher than fourth-graders in both studies, and in the comparison data, sixth-grade girls scored significantly higher than their fourth-grade counterparts.

Description of Intelligence, Achievement, and Interests

Means and standard deviations for language I.Q., non-language I.Q., total I.Q., and achievement grade placements for the six subtests for each of the four groups are presented in Table 2. The subtests comprise the Stanford Achievement Test battery. All groups performed consistently below national group norms. At the fourth-grade level, girls performed slightly better than boys in all subtests, with the greatest discrepancy in language factors. Since the comparison data involved the California Achievement Test, cogent statements of relative performance are obviated.

Table 2

Mean California Intelligence Quotients and California Achievement Grade Placements for Selected Groups of Elementary Pupils

Variables		A(50)#	B(58)#	C(65)#	D(91)#
Intelligence Factors					
Language I.Q.	$\bar{X}$	94.3	97.3	94.8	88.9
	s	13.3	11.5	17.3	12.8
Non-Language I.Q.	$\bar{X}$	86.4	93.5	95.8	91.9
	s	15.9	19.4	20.0	14.3
Total I.Q.	$\bar{X}$	89.8	94.2	94.6	89.7
	s	13.4	15.1	17.1	13.2
Achievement Factors					
Paragraph Meaning	$\bar{X}$	2.9	3.03	4.9	4.6
	s	1.3	1.0	1.8	1.6
Word Meaning	$\bar{X}$	2.8	3.4	4.9	4.6
	s	1.0	.7	1.3	1.3
Spelling	$\bar{X}$	3.1	3.7	5.6	5.7
	s	1.2	1.0	1.6	1.8
Language	$\bar{X}$	1.8	3.1	4.9	4.5
	s	2.9	1.9	2.2	2.2
Arith. Reasoning	$\bar{X}$	2.8	3.2	4.0	4.4
	s	.6	1.0	1.1	1.2
Arith. Comprehension	$\bar{X}$	3.2	3.4	4.8	4.5
	s	.8	.9	1.1	1.3

# The groups designated by the letters are described in the accompanying text.

Frequency Distributions of Child Self Description Scale for Fourth- and Sixth-Grade Boys and Girls.

Table 3 shows the first and last choices of the groups on the first question which involved the favorite school subject. All the groups made choices of most liked subjects very significantly different from chance. These results were duplicated in the comparison data, with the exception of sixth-grade boys, whose choices of most liked subjects were made on chance bases.

Like their conuterparts in the Bledsoe-Garrison data, the fourth-grade boys of this study chose arithmetic as their favorite school subject, but the other groups did not show the same agreement. The fourth-grade girls of this study liked reading best; the sixth-grade boys and girls chose arithmetic as their favorite school subject. The fourth- and sixth-grade girls and the sixth-grade boys of the comparison data chose art as their favorite subject.

Table 4 presents the corresponding patterns of choice and tests of significant difference from chance expectancy for Pentad 2, which concerned proposed vocational choices. This set of choices provided very significant differences from chance expenctancy in the categories fourth-grade boys and girls and sixth-grade girls most-liked, and significant difference in the category sixth-grade boys most liked. In the Bledsoe-Garrison comparison data, every choice category except sixth-grade boys least-liked showed significant difference from chance expectancy. Boys differed from girls in most-liked choices, with the difference being very significant in the fourth-grade, and significant in the sixth grade. No significant differences in choices between grades were obtained. In the comparison data,

Table 3

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad One of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences, and Grade Differences

Pentad 1 : Which of these is your favorite school subject?

1. reading
2. arithmetic
3. history
4. science
5. art

Group	First Choice (Most Like)						
	1	2	3	4	5	Omit	Total
Fourth Boys	20	31	3	4	14	1	73
Fourth Girls	30	22	3	7	14	0	76
Sixth Boys	9	31	1	7	6	0	54
Sixth Girls	30	35	3	6	7	0	81

Equal Likelihood Hypothesis:	Most Like	Least Like
Fourth Boys	36.86**	
Fourth Girls	31.75**	
Sixth Boys	50.44**	
Sixth Girls	55.95**	

Boy-Girl Hypothesis:	Most Like	Least Like
Fourth Grade	4.46	
Sixth Grade	7.81	

Grade Hypothesis:	Most Like	Least Like
Boys	7.24	
Girls	7.15	

* Significant at .05 level.
** Significant at .01 level.

Table 4

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad Two of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences, and Grade Differences

Pentad 2: Which of these would you most like to be when you are older? Which least?

6. scientist
7. reporter
8. office manager
9. actor
10. engineer

Group	First Choice (Most Like)						
	6	7	8	9	10	Omit	Total
Fourth Boys	19	7	5	18	22	2	73
Fourth Girls	9	3	10	50	1	3	76
Sixth Boys	20	5	13	8	7	1	54
Sixth Girls	14	15	15	32	2	3	81

Group	Last Choice (Least Like)						
	6	7	8	9	10	Omit	Total
Fourth Boys	10	12	20	15	14	2	73
Fourth Girls	18	14	9	9	25	1	76
Sixth Boys	6	14	5	10	16	3	54
Sixth Girls	21	15	10	12	18	5	81

Equal Likelihood Hypothesis	Most Liked	Least Like
Fourth Boys	16.53**	4.00
Fourth Girls	111.32**	12.51*
Sixth Boys	13.02*	8.83
Sixth Girls	29.30**	5.10

Boy-Girl Hypothesis	Most Like	Least Like
Fourth Grade	41.00**	11.13
Sixth Grade	19.67*	5.71

Grade Hypothesis	Most Like	Least Like
Boys	13.26	8.26
Girls	14.21	2.20

* Significant at .05 level.

** Significant at .01 level.

the most-liked choices of girls diverged very significantly from chance expectancy, and the least-liked category for boys showed significant divergence from chance.

The fourth-grade boys of this study showed strong desire to be engineers, scientists, or actors. Their choices in the comparison data were scientist and engineer. Sixth-grade boys overwhelmingly chose as the most-liked vocation that of the scientist, and fourth- and sixth-grade girls chose most consistently as most-liked the vocation of the actor. The results of the comparison data were exactly in line with these findings.

Table 5 indicates choices and chi-square values for Pentad 3 which relate to pupil's expectations of what they will do in later life. As in the case of the comparison data, all sets of choices both most- and least-liked, were significantly different from chance expectancy, with most being very significantly different. Again, the Bledsoe-Garrison finding that all groups expected to go to college was duplicated. Fourth-grade boys expressed strong interest in making a lot of money and getting married someday, while sixth-grade boys evinced strong desire to get a job right after school.

Fourth-grade boys and girls and sixth-grade boys chose as least important getting married someday, with sixth-grade girls chose as least important getting a job right after school. All groups in the comparison data were in agreement with the sixth-grade girls of this study.

Table 5

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad Three of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences, and Grade Differences

Pentad 3: Here are some things which many of you will expect to do later on. Which is most important to you? Which least?

11. go to college
12. get married someday
13. get a job right after high school
14. travel a lot
15. make a great deal of money

Group	First Choice (Most Like)						
	11	12	13	14	15	Omit	Total
Fourth Boys	24	18	6	4	20	1	73
Fourth Girls	61	3	2	1	8	1	76
Sixth Boys	31	0	10	5	7	1	54
Sixth Girls	65	2	3	4	4	3	81

Group	Last Choice (Least Like)						
	11	12	13	14	15	Omit	Total
Fourth Boys	7	27	15	8	13	3	73
Fourth Girls	5	26	21	12	10	2	76
Sixth Boys	4	17	12	6	11	4	54
Sixth Girls	1	20	25	22	11	2	81

Equal Likelihood Hypothesis:	Most Like	Least Like
Fourth Boys	21.89**	18.28*
Fourth Girls	178.24**	19.66**
Sixth Boys	54.00**	10.60*
Sixth Girls	195.73**	24.21**

Boy-Girl Hypothesis	Most Like	Least Like
Fourth Grade	35.67**	2.36
Sixth Grade	14.39*	9.71

Grade Hypothesis	Most Like	Least Like
Boys	23.86**	1.49
Girls	3.72	6.65

* Significant at .05 level.
** Significant at .01 level.

The boy-girl hypothesis was significant for the most-liked category in the fourth- and sixth-grades and insignificant for the least-liked category in both grades. The grade hypothesis was significant only in the most-liked category for boys. This hypothesis was significant only in the least-liked category for girls of the comparison data.

Table 6 refers to Pentad 4 and involves self descriptions of physique and temperament. As in the case of the Bledsoe-Garrison comparison data, all self descriptions varied significantly from the hypothesis of equal likelihood; however, unlike the comparison data, boys at the fourth- and sixth-grade levels did not see themselves differently from girls in the most-liked choice category. A preponderance of fourth-grade boys felt that they were of "strong, solid build," while sixth-grade boys saw themselves most frequently as looking "older than my age." All the girls saw themselves most frequently as being "quick and active." These findings differ from the comparison data to the extent that boys at both grade levels saw themselves as "quick and active" most frequently, with "strong, solid build" as second choice. These findings are similar to the comparison data to the extent that all the girls of the comparison group also chose "quick and active" most frequently.

Table 7 presents the pattern of choices and the chi-square values for testing hypotheses related to Pentad 5. Pentad 5 is concerned with a series of personality characteristics or traits. Equal likelihood hypotheses were rejected for fourth-grade boys and girls and for sixth-grade boys, and the hypotheses of no sex differences and no grade differences were confirmed. Fourth-grade boys and

Table 6

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad Four of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences, and Grade Differences

Pentad 4: Which one of these things tells most what you are like? Which one is least like you?

16. look older than my age
17. slow-moving, easy-going
18. small, delicate build
19. strong, solid build
20. quick and active

Group			First Choice (Most Like)				
	16	17	18	19	20	Omit	Total
Fourth Boys	19	4	4	24	12	10	73
Fourth Girls	22	5	6	8	26	9	76
Sixth Boys	19	10	2	10	12	1	54
Sixth Girls	20	11	6	8	28	8	81

Group			Last Choice (Least Like)				
	16	17	18	19	20	Omit	Total
Fourth Boys	15	10	11	11	14	12	73
Fourth Girls	25	16	10	5	12	8	76
Sixth Boys	18	6	3	5	12	10	54
Sixth Girls	20	29	5	8	11	8	81

Equal Likelihood Hypothesis	Most Like	Least Like
Fourth Boys	25.33**	14.07**
Fourth Girls	29.34**	16.56**
Sixth Boys	13.88**	15.75**
Sixth Girls	23.22**	24.83**

Boy-Girl Hypothesis	Most Like	Least Like
Fourth Grade	8.28	5.92
Sixth Grade	5.64	9.86

Grade Hypothesis	Most Like	Least Like
Boys	11.58	6.78
Girls	10.67	6.49

* Significant at .05 level.
** Significant at .01 level.

Table 7

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad Five of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences, and Grade Differences

Pentad 5: Which of these things tells most what you are like? Which one is least like you?

21. good at sports
22. good looking
23. know how to do interesting things
24. usually a leader in groups
25. good in school work

Group	First Choice (Most Like)						
	21	22	23	24	25	Omit	Total
Fourth Boys	14	19	6	4	18	12	73
Fourth Girls	10	21	10	6	23	6	76
Sixth Boys	23	5	9	2	13	2	54
Sixth Girls	14	14	13	6	29	5	81

Group	Last Choice (Least Like)						
	21	22	23	24	25	Omit	Total
Fourth Boys	10	12	16	8	10	17	73
Fourth Girls	11	16	8	13	14	14	76
Sixth Boys	4	11	6	17	11	5	54
Sixth Girls	13	16	10	23	11	8	81

Equal Likelihood Hypothesis	Most Like	Least Like
Fourth Boys	15.47**	4.370
Fourth Girls	15.20**	4.857
Sixth Boys	25.62**	8.854
Sixth Girls	18.57	7.479

Boy-Girl Hypothesis	Most Like	Least Like
Fourth Grade	2.26	5.664
Sixth Grade	12.36	4.53

Grade Hypothesis	Most Like	Least Like
Boys	12.62	10.012
Girls	12.09	3.12

* Significant at .05 level.
** Significant at .01 level.

girls saw themselves primarily as being "good in schoolwork" and "good looking"; sixth-grade boys saw themselves primarily as those who "know how to do interesting things"; and sixth-grade girls saw themselves primarily as being "good in schoolwork."

Fourth-grade boys were least concerned with the description "know how to do interesting things"; fourth-grade girls liked least the description "good looking"; and sixth-grade boys and girls like least being "usually a leader in groups." The comparison data revealed that girls in both groups saw themselves as least like "good looking." The hypotheses of no sex differences and no grade differences were confirmed in both investigations.

Pentad 6 involves another set of personality traits and behavioral characteristics; i.e., the distributions of choices and independence tests which are presented in Table 8. In the "most-like" choices, equal-likelihood hypotheses were rejected for sixth-grade boys and girls, and were confirmed for fourth-grade boys and girls. The hypothesis of equal likelihood in the "least-like" category was rejected only in the case of fourth-grade girls. In the Bledsoe-Garrison comparison data the equal-likelihood hypothesis was rejected in every case for the "most-like" choices, and was confirmed in only the "least-like" category for fourth-grade boys. The boy-girl and grade differences hypotheses were confirmed in both this study and the comparison data.

Fourth-grade boys saw themselves as most like "can make people laugh" and "polite and courteous"; fourth-grade girls saw themselves as most like "polite and courteous" and "can make people laugh." Both sixth-grade boys and girls saw themselves as most like "polite

Table 8

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad Six of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences, and Grade Differences

Pentad 6: Which of these things tells most what you are like? Which one is least like you?

26. have a good imagination
27. can make people laugh
28. willing to take chances
29. know many people
30. polite and courteous

Group	First Choice (Most Like)						
	26	27	28	29	30	Omit	Total
Fourth Boys	8	14	11	9	13	18	73
Fourth Girls	11	16	4	11	17	17	76
Sixth Boys	5	11	4	9	20	5	54
Sixth Girls	10	18	9	7	25	12	81

Group	Last Choice (Least Like)						
	26	27	28	29	30	Omit	Total
Fourth Boys	8	17	8	11	9	20	73
Fourth Girls	4	17	16	12	8	19	76
Sixth Boys	7	10	15	8	5	9	54
Sixth Girls	12	20	14	11	7	17	81

Equal Likelihood Hypothesis	Most Like	Least Like
Fourth Boys	2.37	5.40
Fourth Girls	9.05	11.88*
Sixth Boys	16.62**	6.45
Sixth Girls	16.43*	7.09

Boy-Girl Hypothesis	Most Like	Least Like
Fourth Grade	4.59	3.96
Sixth Grade	2.78	2.24

Grade Hypothesis	Most Like	Least Like
Boys	5.734	4.24
Girls	3.73	4.10

* Significant at .05 level.
** Significant at .01 level.

and courteous." Fourth-grade boys and girls and sixth-grade girls saw themselves as least like "can make people laugh," and sixth-grade boys saw themselves as least like "willing to take chances."

The comparison data reveal that boys at both grade levels chose "willing to take chances" as most like them; girls at the fourth-grade level chose "know many people" as first choice; and girls at the sixth-grade level cited "polite and courteous" as being most like them with greatest frequency. Thus only in the case of sixth-grade girls was there agreement between the "most-like" choices in the two studies.

Table 9 reveals frequency distributions and chi-square tests of independence as they relate to choices in Pentad 7 which concerns additional personality and behavioral characteristics. The equal-likelihood hypotheses in "most like" categories were rejected for all groups except male sixth-graders; the equal-likelihood hypotheses were rejected for fourth- and sixth-grade girls in the "least like" category and were confirmed in the case of the fourth- and sixth-grade boys. In the comparison data, the equal-likelihood hypotheses in both "most like" and "least like" categories were rejected. The boy-girl and grade differences hypotheses were confirmed in every case, while in the comparison data the only exceptions to this finding were the "least like" categories for fourth- and sixth-grade girls.

Pentad 8 involved the following personality or behavioral characteristics: carefulness, excitement, memory, persistence, and gullibility. Table 10 provides frequency distributions and their corresponding chi-square tests of independence. In the "most like" category, three of the four equal-likelihood hypotheses were rejected as follows: fourth-grade girls, sixth-grade boys, sixth-grade girls.

Table 9

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad Seven of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences and Grade Differences

Pentad 7: Which of these things tells most what you are like? Which one is least like you?

31. lively, full of fun
32. friendly and helpful
33. have good ideas
34. dependable and serious
35. make up my mind quickly

Group	First Choice (Most Like)						
	31	32	33	34	35	Omit	Total
Fourth Boys	17	14	11	2	7	22	73
Fourth Girls	13	26	11	2	8	16	76
Sixth Boys	11	16	6	6	9	6	54
Sixth Girls	19	30	11	3	10	8	81

Group	Last Choice (Least Like)						
	31	32	33	34	35	Omit	Total
Fourth Boys	6	13	9	8	15	22	73
Fourth Girls	9	6	17	4	24	16	76
Sixth Boys	7	8	11	6	18	4	54
Sixth Girls	9	5	13	11	32	11	81

Equal Likelihood Hypothesis	Most Like	Least Like
Fourth Boys	13.60**	5.37
Fourth Girls	26.16**	23.16**
Sixth Boys	9.05	9.40
Sixth Girls	29.12**	31.43**

Boy-Girl Hypothesis	Most Like	Least Like
Fourth Grade	3.50	9.26
Sixth Grade	4.66	3.25

Grade Hypothesis	Most Like	Least Like
Boys	5.37	2.02
Girls	.57	4.36

* Significant at .05 level.

** Significant at .01 level.

Table 10

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad Eight of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences and Grade Differences

Pentad 8: Which of these things tells most what you are like? Which one is least like you?

36. stick to a job until it's finished
37. get very excited about things
38. always neat and careful
39. cannot be fooled easily
40. have a good memory

Group	First Choice (Most Like)						
	36	37	38	39	40	Omit	Total
Fourth Boys	20	13	15	9	10	6	73
Fourth Girls	18	11	26	7	12	2	76
Sixth Boys	26	8	7	4	8	1	54
Sixth Girls	33	11	13	4	17	3	81

Group	Last Choice (Least Like)						
	36	37	38	39	40	Omit	Total
Fourth Boys	5	12	10	17	23	6	73
Fourth Girls	15	16	10	19	12	4	76
Sixth Boys	10	14	2	11	12	5	54
Sixth Girls	19	11	6	18	17	10	81

Equal Likelihood Hypothesis	Most Like	Least Like
Fourth Boys	5.76	14.26**
Fourth Girls	14.78**	3.34
Sixth Boys	28.98**	8.65
Sixth Girls	29.95**	8.65

Boy-Girl Hypothesis	Most Like	Least Like
Fourth Grade	3.84	8.98
Sixth Grade	1.59	1.80

Grade Hypothesis	Most Like	Least Like
Boys	11.32	9.29
Girls	10.32	3.28

* Significant at .05 level.
** Significant at .01 level.

In the comparison data, all equal-likelihood hypotheses were rejected in both the "most-like" and "least-like categories. Only one equal-likelihood hypothesis in the "least-like" category of this study was rejected, which was that for fourth-grade boys.

The null hypotheses concerning sex and grade differences were confirmed in both studies with the exception of the "most-like" choices of sixth-grade girls of the Bledsoe-Garrison data as compared with "most-like" choices of their male counterparts. All groups except fourth-grade girls liked best to "stick to a job until it's finished; the sixth-grade girls preferred to chose the category "get very excited about things." Last choices were as follows: fourth-grade boys, "have a good memory"; fourth-grade girls," cannot be fooled easily"; sixth-grade boys, "get very excited about things"; and sixth-grade girls, "stick to a job until it's finished." In the Bledsoe-Garrison data the following choices prevailed: fourth-grade boys, fourth-grade girls, and sixth-grade girls, "cannot be fooled easily"; and sixth-grade boys, "get very excited about things."

Table 11 gives the frequency count and chi-square values for the alternative choices in Pented 9. Pentads 9 to 19 were primarily concerned with activities which involve the individual himself without the active involvement of other individuals and with activities which require some social interaction of the individual with other persons. All equal-likelihood hypotheses for most like choices were rejected, and the equal-likelihood hypotheses for least like choices of fourth-grade boys and girls were rejected. All equal-likelihood hypotheses for both most and least like choices were rejected in the Bledsoe-Garrison comparison data. The sex and grade hypotheses of no

Table 11

Frequency Distribution by Sex and by Grade of First and Last Choices on Pentad Nine of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences and Grade Differences

Pentad 9: Which of these tells most what you are like? Which one is least like you?

41. I usually go up to talk to a new pupil at school.
42. I'm pretty sure of what I want to do when I'm older.
43. I'm usually chosen to be in school plays and programs
44. I get along with my teachers better than most kids do
45. I'm usually the one who thinks up new games and things to do.

Group			First Choice (Most Like)				
	41	42	43	44	45	Omit	Total
Fourth Boys	16	19	12	19	5	2	73
Fourth Girls	24	17	10	23	2	0	76
Sixth Boys	11	23	4	8	5	3	54
Sixth Girls	31	19	15	12	2	2	81
Group			**Last Choice (Least Like)**				
	41	42	43	44	45	Omit	Total
Fourth Boys	16	7	13	10	25	2	73
Fourth Girls	9	14	16	10	25	2	76
Sixth Boys	14	8	10	6	13	3	54
Sixth Girls	9	19	17	14	19	3	81

Equal Likelihood Hypothesis	Most Like	Least Like
Fourth Boys	9.78*	13.44**
Fourth Girls	23.55**	11.00*
Sixth Boys	23.02**	4.39
Sixth Girls	28.28**	4.81
Boy-Girl Hypothesis	**Most Like**	**Least Like**
Fourth Grade	3.39	4.56
Sixth Grade	12.84	6.34
Grade Hypothesis	**Most Like**	**Least Like**
Boys	6.69	2.16
Girls	5.41	2.17

* Significant at .05 level.
** Significant at .01 level.

differences were confirmed, while in the comparison data these hypotheses were rejected in the case of sixth-grade girls and sixth-grade boys.

Fourth-grade boys chose equally often the following "most like" statements: "I'm pretty sure of what I want to do when I'm older," which also was chosen by sixth-grade boys; and "I get along with my teachers better than most kids do." Fourth- and sixth-grade girls both chose as most characteristic of them the description "I usually go up to talk to a new pupil at school." In the comparison groups the first choice unanimously was "I'm pretty sure of what I want to do when I'm older." Fourth-grade boys and girls chose as least characteristic of them the assertion that "I'm usually the one who thinks up new games and things to do"; sixth-grade boys chose " I usually go up to talk to a new pupil at school"; and sixth-grade girls chose equally often as least liked "I'm pretty sure of what I want to do when I'm older," and "I'm usually the one who thinks up new games and things to do."

Pentad 10 related to such items as trying new games at parties, getting nervous in talking to teachers, being nice to people one doesn't like, learning important things at school, and caring for team games. Table 12 presents the equal-likelihood, sex differences, and grade differences tests and the frequency distributions by sex and by grade of first and last choices on Pentad 10. The hypothesis of equal choice was rejected in the cases of fourth-grade girls and sixth-grade boys in their "most like" choices; in their "least like" choices, the hypothesis of equal likelihood was rejected in the cases of fourth- and sixth-grade girls. All hypotheses of equal choice were rejected in the Bledsoe-Garrison data. The hypotheses of no real sex and grade

Table 12

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad Ten of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences and Grade Differences

Pentad 10: Which one of these tells most what you are like? Which one is least like you?

46. I don't like to have to try new games at parties.
47. I get nervous when I talk to teachers.
48. It's hard to be nice to people I don't like.
49. I don't think we learn very important things in school.
50. I don't care much for team games.

Group	First Choice (Most Like)						
	46	47	48	49	50	Omit	Total
Fourth Boys	16	19	11	12	14	1	73
Fourth Girls	15	26	19	6	9	1	76
Sixth Boys	15	15	16	3	5	0	54
Sixth Girls	17	23	14	8	15	4	81

Group	Last Choice (Least Like)						
	46	47	48	49	50	Omit	Total
Fourth Boys	17	14	9	9	18	6	73
Fourth Girls	24	12	12	6	20	2	76
Sixth Boys	7	12	9	13	9	4	54
Sixth Girls	9	22	19	5	20	6	81

Equal Likelihood Hypothesis	Most Like	Least Like
Fourth Boys	2.85	5.49
Fourth Girls	16.93**	13.84**
Sixth Boys	14.52**	2.30
Sixth Girls	7.61	15.08**

Boy-Girl Hypothesis	Most Like	Least Like
Fourth Grade	3.27	2.14
Sixth Grade	5.32	9.89

Grade Hypothesis	Most Like	Least Like
Boys	8.70	5.71
Girls	2.23	11.41

* Significant at .05 level.
** Significant at .01 level.

differences were substantiated in both studies. Fourth-grade boys, fourth-grade girls, and sixth-grade girls most frequently chose as most characteristic of them the statement, "I get nervous when I talk to teachers"; and sixth-grade boys chose most frequently the statement, "It's hard to be nice to people I don't like." Each grade and sex group chose a different statement as being least characteristic of it. The comparison data revealed unanimous preference for least liked in the statement, "I don't like to have to try new games at parties."

Table 13 gives frequency distributions by sex and grade of first and last choices on Pentad 11 with chi-square values for tests of equal likelihood, sex differences, and grade differences. The hypothesis of equal choice was rejected in all groups when first preferences were considered; this finding held in both studies. The hypothesis of equal likelihood was rejected uniformly in the Bledsoe-Garrison groups when last choices were considered, but was rejected in this study only in the case of sixth-grade girls. The sex and grade hypotheses stood affirmed in this investigation, but significant sex differences in the "most like" and "least like" categories of sixth-graders, and grade differences in the categories "most like" and "least like" for girls and "least like" for boys were obtained in the Bledsoe-Garrison data. All groups chose as the statement most characteristic of them, "I usually pick out my own clothes." In the comparison groups, fourth-grade girls and sixth-grade girls were in agreement with the choices of this study, but fourth-grade boys chose as "most like" them the statement, "I like to run and play hard"; and sixth-grade boys chose "I usually pick out my own clothes." The findings of this study fail to reveal any consistent preferences in

Table 13

Frequency Distributions by Sex and by Grade of First and Last Choice on Pentad Eleven of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences and Grade Differences

Pentad 11: Which one of these things tells most what you are like? Which one is least like you?

51. I usually pick out my own clothes.
52. I read a lot for fun.
53. I like to run and play hard.
54. I like to sing or speak in front of people.
55. I like to be the leader of games.

Group	First Choice (Most Like)						
	51	52	53	54	55	Omit	Total
Fourth Boys	24	14	12	5	14	4	73
Fourth Girls	41	14	9	9	3	0	76
Sixth Boys	24	6	8	6	10	0	54
Sixth Girls	33	11	12	15	7	3	81

Group	Last Choice (Least Like)						
	51	52	53	54	55	Omit	Total
Fourth Boys	11	9	17	13	19	4	73
Fourth Girls	18	9	18	11	18	2	76
Sixth Boys	8	12	9	12	10	3	54
Sixth Girls	13	5	19	14	25	5	81

Equal Likelihood Hypothesis	Most Like	Least Like
Fourth Boys	13.39**	4.99
Fourth Girls	58.74**	5.32
Sixth Boys	21.18**	1.25
Sixth Girls	26.36**	15.17**

Boy-Girl Hypothesis	Most Like	Least Like
Fourth Grade	12.53	1.62
Sixth Grade	3.85	9.67

Grade Hypothesis	Most Like	Least Like
Boys	2.97	2.57
Girls	4.73	4.30

* Significant at .05 level.
** Significant at .01 level.

the "least like" category, but the Bledsoe-Garrison data revealed that all four groups are in agreement over their "least like" choice, "I like to sing or appear in front of people."

Table 14 gives the frequency distributions by sex and by grade of first and last choices on Pentad Twelve of the Children's Self-Description Scale with chi-square values for tests of equal likelihood, sex differences and grade differences. The hypothesis of equal choice was rejected for "most like" in all groups except fourth-grade boys. In the comparison data, all hypotheses were rejected. Fourth-grade girls and sixth-grade boys chose certain "least like" items significantly beyond chance. All comparison data groups showed affirmation of the equal likelihood hypothesis when "least like" items were considered. The hypotheses of no sex and grade differences were confirmed; however, in the Bledsoe-Garrison data sex differences prevailed in the "most like" category, and grade differences prevailed in the "least like" category. Fourth-grade boys chose for "most like" the items, "I think about a lot of dangerous things," and "I have to be very careful of my health." Fourth-grade girls and sixth-grade girls both chose "I'm not doing as well as I should in school work"; and sixth-grade boys chose both "I think about a lot of things," and "I have to be very careful of my health." On the "least like" items, all groups except fourth-grade boys chose most frequently, "I think about a lot of dangerous things"; fourth-grade boys chose "It bothers me a lot to lose at games." There was general agreement on "most like" between the fourth-grade boys and sixth-grade girls of this study and that of Bledsoe and Garrison. On "least like," none of the groups in the two studies coincided.

Table 14

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad Twelve of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences and Grade Differences

Pentad 12: Which of these things tells most what you are like? Which one is least like you?

56. I think about a lot of dangerous things.
57. I have to be very careful of my health.
58. I'm not doing as well as I should in school work.
59. I don't like my first name.
60. It bothers me a lot to lose at games.

Group	First Choice (Most Like)						
	56	57	58	59	60	Omit	Total
Fourth Boys	21	21	11	10	10	0	73
Fourth Girls	15	19	22	15	5	0	76
Sixth Boys	16	16	12	1	7	2	54
Sixth Girls	12	24	29	6	6	4	81

Group	Last Choice (Least Like)						
	56	57	58	59	60	Omit	Total
Fourth Boys	11	9	17	13	19	4	73
Fourth Girls	26	9	6	15	20	0	76
Sixth Boys	21	6	4	4	16	3	54
Sixth Girls	26	12	12	13	14	4	81

Equal Likelihood Hypothesis	Most Like	Least Like
Fourth Boys	9.40	5.40
Fourth Girls	10.84*	17.29**
Sixth Boys	15.88**	24.00**
Sixth Girls	29.04**	9.30

Boy-Girl Hypothesis	Most Like	Least Like
Fourth Grade	7.37	11.60
Sixth Grade	9.19	6.42

Grade Hypothesis	Most Like	Least Like
Boys	5.93	14.44
Girls	5.82	3.47

* Significant at .05 level.
** Significant at .01 level.

Table 15 gives the frequency distributions by sex and by grade of first and last choices on Pentad 13 with chi-square values for tests of equal likelihood, sex and grade differences. The hypothesis of equal likelihood was affirmed in all groups for both the "most like" and "least like" categories. In the comparison groups, all "most like" hypotheses were rejected and only in the case of fourth-grade boys was the hypothesis of equal choice affirmed. The hypotheses of no sex and grade differences were affirmed in every case in both studies except that of grade differences among the girls of the Bledsoe-Garrison data. All grades chose for "most like" the item, "I spend a lot of time keeping neat and attractive." In the Bledsoe-Garrison data, fourth-grade boys and girls and sixth-grade boys identified as "most like," "I spend a lot of time on my hobbies," with fourth-grade girls choosing equally often "I save most of my spending money." Sixth-grade girls were the only group in the comparison data who were in agreement with the unanimous "most like" item of the groups in this study. Fourth-grade boys and sixth-grade girls saw as least like them, "I save most of my spending money"; fourth-grade girls liked least, "I've had better luck than most people I know"; and sixth-grade boys liked least, "I spend a lot of time on my hobbies." In the comparison data, "I spend a lot of time keeping neat and attractive" was chosen least by fourth-grade boys; "I save most of my spending money" was chosen least by fourth-grade boys and sixth-grade girls; and "I've helped to plan a lot of parties" was chosen least by sixth-grade boys.

Table 15

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad Thirteen of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences and Grade Differences

Pentad 13: Which of these things tells most what you are like? Which one is least like you?
61. I spend a lot of time keeping neat and attractive.
62. I've helped to plan a lot of parties.
63. I save most of my spending money.
64. I've had better luck than most people I know.
65. I spend a lot of my time on my hobbies.

Group	First Choice (Most Like)						
	61	62	63	64	65	Omit	Total
Fourth Boys	23	8	16	11	13	2	73
Fourth Girls	25	12	19	10	10	0	76
Sixth Boys	18	8	7	13	8	0	54
Sixth Girls	37	12	12	5	13	2	81
Group	Last Choice (Least Like)						
	61	62	63	64	65	Omit	Total
Fourth Boys	8	9	23	14	16	3	73
Fourth Girls	10	11	18	21	14	2	76
Sixth Boys	6	12	11	11	13	1	54
Sixth Girls	8	10	24	16	21	2	81

Equal Likelihood Hypothesis	Most Like	Least Like
Fourth Boys	7.75	10.43*
Fourth Girls	11.50*	5.86
Sixth Boys	8.04	2.75
Sixth Girls	38.15	11.95*
Boy-Girl Hypothesis	**Most Like**	**Least Like**
Fourth Grade	1.41	2.45
Sixth Grade	9.04	3.28
Grade Hypothesis	**Most Like**	**Least Like**
Boys	3.24	2.42
Girls	5.92	3.03

* Significant at .05 level.
** Significant at .01 level.

Table 16 was concerned with the statistical analysis of the results of Pentad 14. As in the comparison data, all "most like" equal choice hypotheses were rejected. "Least like" hypotheses were rejected for fourth-grade boys and sixth-grade girls in this study, and for sixth-grade boys and girls in the Bledsoe-Garrison data. The sex and grade hypotheses were affirmed in both studies except for the "most like" category for girls of the fourth and sixth grades. "I think a lot about mistakes I've made" was chosen most often by all groups except fourth-grade girls, who barely preferred "I have a lot of bad dreams"; all comparison groups were in agreement with the three groups of this study. There was lack of general agreement on the least-like category, with most groups favoring "I have a lot of bad dreams." In the comparison group, sixth-graders were in agreement with the latter finding, but fourth-graders liked least "Some kids think I'm too bossy."

Table 17 presents the findings on Pentad 15. The equal-likelihood hypothesis was rejected in every "most like" category, and was substantiated once for sixth-grade girls of the comparison data.. All sex and grade hypotheses were affirmed, while in the Bledsoe-Garrison results all sex hypotheses were rejected except the "least like" for the sixth grade, and in the grades only the "least like" hypothesis for boys was rejected. All groups chose "I like to play in team games against other schools"; in the comparison data, this was the first choice also of fourth- and sixth-grade boys, while fourth-grade girls preferred "I can usually get kids to stop arguing and make up," and sixth-grade girls chose "I'd rather figure things out for myself before asking for help."

Table 16

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad Fourteen of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences, and Grade Differences

Pentad 14: Which of these things tells most what you are like? Which one is least like you?

66. I think a lot about mistakes I've made.
67. Some kids think I'm too bossy.
68. I have a lot of bad dreams.
69. People treat me like a baby too much of the time.
70. People hurt my feelings a lot.

Group	First Choice (Most Like)						
	66	67	68	69	70	Omit	Total
Fourth Boys	25	9	19	11	9	0	73
Fourth Girls	20	4	21	16	15	0	76
Sixth Boys	27	8	10	5	4	0	54
Sixth Girls	40	4	9	5	16	7	81

Group	Last Choice (Least Like)						
	66	67	68	69	70	Omit	Total
Fourth Boys	9	11	18	15	15	5	73
Fourth Girls	15	14	12	14	20	1	76
Sixth Boys	8	11	14	5	13	3	54
Sixth Girls	6	19	25	11	20	0	81

Equal Likelihood Hypothesis	Most Like	Least Like
Fourth Boys	12.66*	10.69*
Fourth Girls	12.02*	2.40
Sixth Boys	32.48**	5.37
Sixth Girls	59.65**	14.25**

Boy-Girl Hypothesis	Most Like	Least Like
Fourth Grade	4.95	3.47
Sixth Grade	8.19	2.58

Grade Hypothesis	Most Like	Least Like
Boys	4.36	3.31
Girls	17.24*	9.32

* Significant at .05 level.

** Significant at .01 level.

Table 17

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad Fifteen of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences and Grade Differences

Pentad 15: Which one of these things tells most what you are like? Which one is least like you?

71. I like to play in team games against other schools.
72. I can usually get kids to stop arguing and make up.
73. I'd rather figure things out for myself before asking for help.
74. I'm practically never sick.
75. My friends spend a lot of time at my house.

Group	First Choice (Most Like)						
	71	72	73	74	75	Omit	Total
Fourth Boys	40	7	8	8	9	1	73
Fourth Girls	26	5	22	9	14	0	76
Sixth Boys	32	9	4	5	4	0	54
Sixth Girls	36	13	18	7	6	1	81
Group	**Last Choice (Least Like)**						
	71	72	73	74	75	Omit	Total
Fourth Boys	8	17	12	11	23	2	73
Fourth Girls	22	15	14	13	12	0	76
Sixth Boys	10	12	11	10	11	0	54
Sixth Girls	11	11	22	13	20	4	81

Equal Likelihood Hypothesis	Most Like	Least Like
Fourth Boys	57.03**	9.78*
Fourth Girls	20.18**	4.13
Sixth Boys	53.59**	1.32
Sixth Girls	37.12**	7.09
Boy-Girl Hypothesis	**Most Like**	**Least Like**
Fourth Grade	10.87	10.28
Sixth Grade	5.78	2.81
Grade Hypothesis	**Most Like**	**Least Like**
Boys	5.20	3.15
Girls	8.93	8.06

* Significant at .05 level.
** Significant at .01 level.

Pentad 16 results are summarized in Table 18. Equal-likelihood hypotheses were rejected for sixth-graders in the "most-like" category, and rejected for fourth-grade girls in the category "least like." With the exception of the "most like" category for sixth-grade girls, all equal-likelihood responses were rejected in the comparison data. In the sex and grade hypotheses, only the sex hypothesis for sixth-graders in the "most like" category was rejected, while in the Bledsoe-Garrison study all sex and grade hypotheses were rejected. Fourth-grade boys chose most often "Sometimes I can't make myself do things I like, even when I'm invited to do them"; fourth- and sixth-grade girls chose most often "It's hard to make friends with the people I like best"; and sixth-grade boys chose most often, "My ideas don't turn out very well." All children in the Bledsoe-Garrison study chose as most like them, "My ideas don't turn out very well." In the "least like" category, fourth-graders chose "My ideas don't turn out very well"; sixth-grade boys chose "Sometimes I can't make myself do things I like, even when I'm invited to do them" and sixth-grade girls picked most frequently, "I think most grown-ups are too strict." All groups in the comparison data chose the latter most frequently.

Table 19 presents the findings and statistical analyses of the results of Pentad 17. In both studies, all groups but the fourth-grade boys of the least-like category for this investigation showed rejection of the hypotheses of equal likelihood, and only the sex hypothesis for fourth-graders and the grade hypothesis for boys (both "least like") were rejected. In the comparison data only the "least like" grade hypothesis for girls was rejected. Fourth-grade boys and sixth-grade boys and girls saw as "most like" them, "I generally do my work around

Table 18

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad Sixteen of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences, and Grade Differences

Pentad 16: Which of these things tells most what you are like? Which one is least like you?

76. My ideas don't turn out very well.
77. I wish I had better looking clothes.
78. Sometimes I can't make myself do things I like, even when I'm invited to do them.
79. It's hard to make friends with the people I like best.
80. I think most grown-ups are too strict.

Group	First Choice (Most Like)						
	76	77	78	79	80	Omit	Total
Fourth Boys	16	11	17	11	13	5	73
Fourth Girls	11	18	18	19	9	1	76
Sixth Boys	17	5	15	4	11	2	54
Sixth Girls	19	19	11	21	4	7	81

Group	Last Choice (Least Like)						
	76	77	78	79	80	Omit	Total
Fourth Boys	18	8	15	10	14	8	73
Fourth Girls	27	5	14	10	16	4	76
Sixth Boys	13	10	14	6	8	3	54
Sixth Girls	18	6	16	15	21	5	81

Equal Likelihood Hypothesis	Most Like	Least Like
Fourth Boys	2.29	4.92
Fourth Girls	5.73	18.69**
Sixth Boys	13.00*	4.39
Sixth Girls	13.84**	8.34

Boy-Girl Hypothesis	Most Like	Least Like
Fourth Grade	5.19	2.30
Sixth Grade	20.51**	6.96

Grade Hypothesis	Most Like	Least Like
Boys	3.77	2.04
Girls	5.87	3.60

* Significant at .05 level.
** Significant at .01 level.

Table 19

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad Seventeen of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences, and Grade Differences

Pentad 17: Which one of these things tells most what you are like? Which one is least like you?

81. I generally do my work around the house without being told what to do.
82. My parents usually try to give me the things I want.
83. I usually try to get my folks' advice before I make up my mind about things.
84. My folks are interested in helping me with my school work.
85. At home I usually help decide what the family is going to do.

Group			First Choice (Most Like)				
	81	82	83	84	85	Omit	Total
Fourth Boys	25	21	7	10	8	2	73
Fourth Girls	22	31	6	12	5	0	76
Sixth Boys	21	21	3	6	2	1	54
Sixth Girls	29	25	1	17	5	4	81
Group			**Last Choice (Least Like)**				
	81	82	83	84	85	Omit	Total
Fourth Boys	9	16	17	11	17	3	73
Fourth Girls	25	3	15	12	17	4	76
Sixth Boys	23	7	6	2	13	3	54
Sixth Girls	20	11	12	9	23	6	81

Equal Likelihood Hypothesis	Most Like	Least Like
Fourth Boys	19.07**	4.00
Fourth Girls	32.55**	17.72**
Sixth Boys	34.83**	26.16**
Sixth Girls	38.65**	10.00*
Boy-Girl Hypothesis	**Most Like**	**Least Like**
Fourth Grade	2.90	16.56*
Sixth Grade	4.92	5.98
Grade Hypothesis	**Most Like**	**Least Like**
Boys	4.01	20.30**
Girls	2.21	6.74

* Significant at .05 level.
** Significant at .01 level.

the house without being told what to do"; fourth-grade girls chose most often "My parents usually try to give me the things I want." Sixth-grade boys chose the latter item as frequently as they chose that which was first mentioned. In the comparison data, fourth-graders chose most often "My folks are interested in helping me with my school work," and sixth-graders saw as most like them, "My parents usually try to give me the things I want." Only among the sixth-graders of the Bledsoe-Garrison data was there clear-cut choice of a "least-like" item, "I generally do my work around the house without being told what to do."

The results on Pentad 18 are presented in Table 20. Equal choice hypotheses were rejected for the "most like" category by fourth- and sixth-grade girls and by sixth-grade boys; in the "least like" category hypotheses were rejected for fourth-grade girls and sixth-grade boys. All equal choice hypotheses were rejected in the comparison data. Sex and grade hypotheses of no differences were confirmed uniformly, but the sex hypothesis was rejected for the sixth grade in the Bledsoe-Garrison data. All groups except sixth-grade girls chose as being most characteristic of them, "When I read a very sad story, I can't help crying a little." Sixth-grade girls chose most often, "I have my best times with boys and girls who are younger." In the comparison data, fourth-grade boys were in agreement with the sixth-graders of this study; fourth- and sixth-grade girls were in agreement with the majority of the groups in this study; and sixth-grade boys chose most frequently, "I don't like to borrow or lend things." Fourth-grade boys and girls and sixth-grade boys chose as least characteristic of them "I don't like to borrow or lend things, with fourth-grade boys choosing equally often "I'd rather do things with grown-ups -- it's boring to play with

Table 20

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad Eighteen of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences, and Grade Differences

Pentad 18: Which of these things tells most what you are like? Which one is least like you?

86. I don't like to borrow or lend things.
87. When I read a very sad story, I can't help crying a little.
88. I don't care much about dogs or other pets.
89. I have my best times with boys and girls who are younger.
90. I'd rather do things with grown-ups - it's boring to play with kids all the time.

Group			First Choice (Most Like)				
	86	87	88	89	90	Omit	Total
Fourth Boys	15	17	14	14	12	1	73
Fourth Girls	10	32	10	19	5	0	76
Sixth Boys	6	16	10	11	3	8	54
Sixth Girls	19	25	4	29	1	3	81

Group			Last Choice (Least Like)				
	86	87	88	89	90	Omit	Total
Fourth Boys	19	8	10	12	19	5	73
Fourth Girls	24	9	9	13	20	1	76
Sixth Boys	18	4	6	6	10	10	54
Sixth Girls	20	21	13	11	14	2	81

Equal Likelihood Hypothesis	Most Like	Least Like
Fourth Boys	.917	7.15
Fourth Girls	29.92**	12.13*
Sixth Boys	10.74*	14.18**
Sixth Girls	40.20**	4.99

Boy-Girl Hypothesis	Most Like	Least Like
Fourth Grade	9.80	.237
Sixth Grade	13.14	6.98

Grade Hypothesis	Most Like	Least Like
Boys	4.83	2.10
Girls	10.95	5.76

* Significant at .05 level.
** Significant at .01 level.

kids all the time." Sixth-grade girls saw most often as least characteristic of them "When I read a very sad story, I can't help crying a little." In the category "least like," the comparison groups performed as follows: fourth-grade boys and sixth-grade boys and girls chose most often "I don't care much about dogs or other pets," and fourth-grade girls chose, "I don't like to borrow or lend things."

Table 21 presents the results on Pentad 19. All "most like" equal choice hypotheses were rejected, and all "least like" hypotheses were affirmed. All equal choice hypotheses were rejected in the Bledsoe-Garrison data. All sex and grade no-difference hypotheses were affirmed. The same held true in the comparison data with the exception of the "least like" grade hypotheses. All groups chose most frequently as characteristic of them, "I take time to be sure I know the answer before I say things in class." This result was duplicated in the fourth-grade classes for the comparison groups. Sixth-grade boys chose instead, "I can usually take a joke on myself without feeling bad"; and sixth-grade girls chose "I usually tell people when they have done something well." Fourth-grade boys and sixth-grade girls of this study saw as least characteristic of them, "I can usually take a joke on myself without feeling bad"; fourth-grade girls chose "People seem to think I'm rather nice looking"; and sixth-grade boys chose equally often "I can usually take a joke on myself without feeling bad," and "I usually tell people when they have done something well."

Table 21

Frequency Distributions by Sex and by Grade of First and Last Choices on Pentad Nineteen of Children's Self-Description Scale with Chi Square Values for Tests of Equal Likelihood, Sex Differences, and Grade Differences

Pentad 19: Which one of these things tells most what you are like?
Which one is least like you?

91. I take time to be sure I know the answer before I say things in class.
92. I can usually take a joke on myself without feeling bad.
93. I've worked on projects to raise money for school or community drives.
94. I usually tell people when they have done something well.
95. People seem to think I'm rather nice looking.

Group	First Choice (Most Like)						
	91	92	93	94	95	Omit	Total
Fourth Boys	31	10	6	9	15	2	73
Fourth Girls	42	7	2	7	18	0	76
Sixth Boys	27	5	2	4	9	7	54
Sixth Girls	39	7	7	10	15	3	81

Group	Last Choice (Least Like)						
	91	92	93	94	95	Omit	Total
Fourth Boys	10	22	9	13	14	5	73
Fourth Girls	12	18	11	12	19	4	76
Sixth Boys	5	12	9	12	7	9	54
Sixth Girls	17	23	16	8	14	3	81

Equal Likelihood Hypothesis	Most Like	Least Like
Fourth Boys	27.80**	7.734
Fourth Girls	68.08**	3.97
Sixth Boys	44.04**	4.22
Sixth Girls	46.62**	7.51

Boy-Girl Hypothesis	Most Like	Least Like
Fourth Grade	4.56	1.47
Sixth Grade	1.78	7.71

Grade Hypothesis	Most Like	Least Like
Boys	1.61	2.39
Girls	3.76	3.72

* Significant at .05 level.
** Significant at .01 level.

Table 22 gives the significance values on the t-tests of differences for the several groups on the eight subscales of the What I Like to Do interest inventory and the total interest score (sum of the eight subscores). Boys at both grade levels were more interested in active play than girls, with the difference being very significant at the sixth-grade level. Girls were significantly more interested than boys in art, music, and fourth-grade social studies, quiet play, and home arts. Sixth-grade boys differed significantly from their female counterparts in quiet play and manual arts. Sixth-grade boys showed very significantly greater interest in social studies, active play, quiet play, manual arts, home arts, and science, than did their fourth-grade counterparts. Sixth-grade girls were significantly different from their fourth-grade counterparts on the following interests: music, social studies, quiet play, and science, with greater interest being exhibited by the sixth-graders. Fourth-grade girls were significantly more interested in home arts than their sixth-grade counterparts. Fourth-grade boys exhibited significantly lower total interest scores than their female counterparts or sixth-grade boys. The fourth-graders were significantly more interested in manual arts than the sixth-graders, and were significantly less interested in art, music, social studies, and science.

When the data of Table 22 are compared with the findings of the Bledsoe-Garrison study, certain consistencies seem to emerge. In art and music the girls of both studies exhibited significantly greater interest than the boys; the findings remain generally similar also in the case of home arts. There were significant reversals in the cases of boys as follows: in this study sixth-grade boys significantly

TABLE 22

Significance Values (t-test) of Subscales and Total Score on WHAT I LIKE TO DO, An Inventory of Children's Interests

Variable	A-B#	C-D#	A-C#	B-D#	(A+B)-(C+D)#
Art	-3.32**	-2.52*	-.30	-1.83	-2.66**
Music	-2.40*	-4.90**	-.89	-2.91**	-2.19*
Social Studies	-2.77**	.46	-5.13**	-2.34*	-3.72**
Active Play	.92	9.84**	-4.67**	1.55	.81
Quiet Play	-2.41*	3.17**	-2.98**	2.49*	-.87
Manual Arts	-.04	2.31*	-3.75**	-1.95	2.94**
Home Arts	-7.13**	-1.04	-3.81**	3.27**	-.78
Science	-1.79	1.13	-4.59**	-2.33*	-3.52**
Total Interest	-2.47*	1.34	-2.61*	.81	-.71

* Significant at .05 level.
** Significant at .01 level.

# The groups designated by the letters are described in the accompanying text.

preferred social studies, active play, quiet play, manual arts, home arts, science, and total interest, while the opposite was true in the comparison data, with the manual arts category being the only one insignificant. While in every case fourth-graders of the Bledsoe-Garrison study were very significantly more interested than their sixth-grade counterparts, the sixth-graders of this study exhibited significantly greater interest in art, music, social studies, manual arts, and science than their fourth-grade counterparts, with all other differences being insignificant.

Descriptions of Relationship with Self Concept

An important expectation of this study was that there is no significant relationship between measures of the self concept and measures of achievement, intelligence, manifest anxiety, and interest. Table 23 presents Pearson product-moment correlations between the Self Concept Scale and chronological age, intelligence factors, achievement factors, interest factors, and manifest anxiety factor for the fourth- and sixth-grade boys and girls and the two grade groups combined.

There were variations in size in the groups; therefore correlation values necessary for significance at the .01 and .05 levels are stated below. The .05 values are given first: Group A, .279; Group B, .259; Groups A and B combined, .190; Group C, .248; Group D, .206; Groups C and D combined, .157. The .01 values now follow: Group A, .361; Group B, .336; Groups A and B combined, .248; Group C, .314; Group D, .269; and Groups C and D combined, .206. These values remained the same for the two tables of correlation reported here.

Table 56

Correlations Between Self Concept and Age, Intelligence, Achievement, Interests, and Manifest Anxiety for Groups of Elementary Pupils

Variable	A(50)#	B(58)#	A+B(108)#	C(65)#	D(91)#	C+D(156)
Chronological Age	084	196	171	-126	106	-046
Intelligence Factors						
Language I.Q.	159	057	120	453**	139	244**
Non-Language I.Q.	093	-053	-012	327**	169	243**
Total I.Q.	046	-083	-034	416**	199	290**
Achievement Factors						
Paragraph Meaning	276	-176	031	394**	237*	309**
Word Meaning	047	105	-033	267*	346**	264**
Spelling	171	-101	038	149	225*	180*
Language	031	107	089	294*	371*	310**
Arith. Reasoning	132	-148	-041	190	262*	240**
Arith. Comprehension	249	-013	083	344**	268*	311**
Total Battery	196	-089	-022	255*	339**	317**
Interest Factors						
Art	-216	159	003	-169	020	-069
Music	-110	043	-037	-174	125	-131
Social Studies	-105	068	-011	081	063	080
Active Play	-106	-039	-082	029	-056	001
Manual Arts	295*	-138	074	-019	-117	-106
Quiet Play	-021	044	-019	-047	055	006
Home Arts	-052	199	108	-154	234*	016
Science	-108	092	-014	-002	097	022
Total Interest	-149	193	049	-020	140	034
Anxiety Factor						
C.M.A. Scale	058	126	064	-300*	-281**	-285**

* Significant at .05 level.
** Significant at .01 level.

# The groups designated by the letters are described in the accompanying text.

Decimals have been omitted.

In this study, positive but insignificant correlations were found between self concept and chronological age in all cases except sixth-grade boys and sixth-grade boys and girls combined, in which cases they were negative and insignificant. The Bledsoe-Garrison data revealed negative correlations in every case but in that of fourth-grade boys, where a moderate positive correlation was found.

The Bledsoe-Garrison finding that relationships between self concept and intelligence factors were mostly low to moderately positive was generally duplicated in this study. In both studies, correlations for sixth-grade boys and for sixth-grade boys and girls were significantly different from zero in a positive direction, ranging in this investigation from .243 for non-language I.Q. for sixth-grade boys and girls combined to .453 for language I.Q. for sixth-grade boys. The language I.Q. was more closely related to self concept than non-language I.Q. in every case except that of sixth-grade girls. Six of the eighteen correlations were significantly different from zero, all in a positive direction.

Achievement factors showed significant positive relationships with self concept in all instances for sixth-grade girls and sixth-grade boys and girls, and in five of the seven correlations for sixth-grade boys. Insignificant but positive correlations for sixth-grade boys involved spelling and arithmetic reasoning. Fourth-grade boys, fourth-grade girls, and fourth-grade boys and girls combined exhibited insignificant, mostly positive, correlations between achievement factors and self-concept. In the comparison data, the fourth- and sixth-grade girls were notably lacking in significant relationships between achievement and self concept.

Only two significant relationships between self concept and interest factors, manual arts and home arts, are to be noted in Table 23. In contrast, 16 out of 54 (almost one-third) of the correlations in the comparison data were significant, with two in a negative direction. All interest factor relationships with the self concept were significantly different from zero in the case of the Bledsoe-Garrison data. Twenty-seven out of 52 insignificant relationships in the present study were negative. It seems, then, that there is little relationship between how the children of this study view interest factors and see themselves, while interests were very highly related with how the fourth-grade girls of the comparison data viewed themselves.

Anxiety was significantly related to the self concepts of sixth-grade boys, sixth-grade girls, and sixth-grade boys and girls combined, in this study, and was significantly related to the self concepts of all groups except sixth-grade girls in the comparison data. In all cases, significant relationships were negative. It would appear, then that at least in the two investigations being compared here, whenever significant relationships between self concepts and anxiety are obtained, those relationships are negative.

Correlations with Self Ideal Concept

Correlations with self ideal concept of age, intelligence, achievement, interest and manifest anxiety factors are presented in Table 24. As in the Bledsoe-Garrison data, no significant relationship was found between self ideal concept and chronological age. Consistent significant relationships between intelligence and self ideal concept were found for sixth-grade boys, sixth-grade girls, and sixth-grade boys and girls combined. All other relationships were

Table 24

Correlations Between Self-Ideal Concept and Age, Intelligence, Achievement, Interests, and Manifest Anxiety for Groups of Elementary Pupils

Variable	A(50)#	B(58)#	A+B(108)#	C(65)#	D(91)#	C+D(156)#
Chronological Age	-093	215	053	-118	-099	-106
Intelligence Factors						
Language I.Q.	262	026	133	263*	367**	356**
Non-Language I.Q.	265	-031	050	360**	276**	321**
Total I.Q.	099	-094	-012	417**	383**	411**
Achievement Factors						
Paragraph Meaning	297*	-185	008	414**	437**	417**
Word Meaning	074	-157	032	230	493**	359**
Spelling	283	-142	019	231	337**	342**
Language	143	-002	085	285*	364**	342**
Arith. Reasoning	190	-181	004	303*	387**	322**
Arith. Comprehension	315*	-371	188*	228	287**	242**
Total Battery	270*	-053	049	416**	397**	402**
Interest Factors						
Art	-190	-016	-086	-077	149	044
Music	-160	057	-040	-198	113	-021
Social Studies	-078	016	-033	-218	047	-084
Active Play	075	-048	018	107	014	025
Quiet Play	102	-126	-007	-064	064	-018
Manual Arts	-047	127	069	-092	-181	-170*
Home Arts	-093	068	-016	-222	157	-038
Science	-213	-029	-083	-094	-018	-052
Total Interest	-019	080	-005	-145	089	-086
Anxiety Factor						
C.M.A. Scale	072	231	124	-201	-206	-204*

* Significant at .05 level.
** Significant at .01 level.

# The groups designated by the letters are described in the accompanying text.

Decimals have been omitted.

insignificant. These findings run counter to those of the comparison data, wherein all relationships between self ideal concepts and intelligence were significant except in the case of sixth-grade girls.

Sixth-grade girls and sixth-grade boys and girls combined showed in every instance significant relationship between self ideal concept and achievement. Fourth-grade boys evinced significant relationships between self ideal concepts and the following achievement factors: paragraph meaning, spelling, arithmetic comprehension and total battery; fourth-grade boys and girls combined showed significant correlation between self ideal concept and arithmetic comprehension, and sixth-grade boys showed real correlations between self ideal concept and paragraph meaning, language, arithmetic reasoning, and total battery. The fourth-grade boys and fourth-grade boys and girls combined of the comparison data showed significant relationships between their self ideal concept in all achievement factors. With the exception of arithmetic fundamentals, these results were duplicated among sixth-grade boys, sixth-grade girls, and sixth-grade boys and girls combined. As in the present study, the Bledsoe-Garrison data revealed no significant relationship between self ideal concept and achievement for fourth-grade girls.

Only in one case did an interest factor correlate significantly with self ideal concept, that being manual arts for sixth-grade boys and girls combined. The direction of this correlation was negative. "Active play" and "science" were the interest factors that elicited significant correlations with self ideal concept among sixth-grade boys and girls combined; a third factor, "science," elicited a significant correlation in the case of sixth-grade boys. The finding that sixth-grade boys and girls of the present study indicated a significant negative correlation between self ideal concept and interest in manual arts may represent the beginnings of an effort to escape interests that have been assigned by society in large measure to members of their ethnic group.

There was a significant negative correlation between self ideal concept and manifest anxiety in the case of sixth-grade boys and girls combined. All other grade relationships were insignificant. In the comparison data, sixth-grade boys as well as sixth-graders in general give evidence of significant negative relationships between self ideal concepts and manifest anxiety. All other grade relationships were insignificant.

Direct Comparisons of Self Concepts

Hypotheses one through eight were concerned with self concepts of the children in this study, and were concerned with comparing those self concepts with those of the children in the Bledsoe and Garrison study. Table 25 presents tests of significance of the differences between the pupils of this study and those of the Bledsoe-Garrison study on several measures of self concept and manifest anxiety. The self concepts, self ideal concepts and personal-social orientations of the pupils of the Bledsoe-Garrison study all differed significantly from those of pupils in this study. There was no real difference between the fourth-grade boys, fourth-grade girls and sixth-grade boys in manifest anxiety; however, the sixth-grade girls of this study scored significantly higher on manifest anxiety than the sixth-grade girls of the Bledsoe-Garrison study.

TABLE 25

Significance of Differences Between Pupils of This Study and Those of the Bledsoe-Garrison Data on Several Measures of Self Concept and Manifest Anxiety

Variable	Tests of Significance			
	A_1-A_2#	B_1-B_2#	C_1-C_2#	D_1-D_2#
Self Concept	4.01**	4.63**	2.28*	6.07**
Self Ideal Concept	4.57**	6.26**	4.82**	7.58**
Personal-Social Orientation	26.47**	26.40**	26.47**	32.87**
Manifest Anxiety	1.47	1.50	-0.94	-2.58**

* Significant at .05 level.

** Significant at .01 level.

# 1 refers to the Bledsoe-Garrison groups; 2 refers to the groups of this study.

CHAPTER V

SUMMARY AND IMPLICATIONS

This research project was concerned with determining the relationship between the self concepts of some fourth- and sixth-grade Negro pupils and their academic achievement, intelligence, interests and manifest anxiety. It also was concerned with comparing these results with those of a similar study involving children of another ethnic group. The following were objectives of the study:

1. To determine the self concepts of a group of fourth-grade and a group of sixth-grade Negro children.
2. To measure the academic achievement, intelligence, interests, and manifest anxiety of these groups of children.
3. To compare the self concepts of fourth- and sixth-grade boys with those of fourth- and sixth-grade girls.
4. To compare the self concepts of fourth- and sixth-grade children.
5. To determine any relationships which exist between the self concepts of fourth- and sixth-grade children and their academic achievement, intelligence, interests, and manifest anxiety.
6. To compare the above findings with similar findings on white fourth- and sixth-grade children in the Bledsoe and Garrison study.

The following hypotheses, stated in null form, were advanced:

1. The self concepts of fourth-grade boys are similar to those of sixth-grade boys.
2. The self concepts of fourth-grade girls are similar to those of sixth-grade girls.
3. The self concepts of fourth-grade boys are similar to those of fourth-grade girls.
4. The self concepts of sixth-grade boys are similar to those of sixth-grade girls.

5. The self concepts of fourth-grade Negro boys are similar to those of fourth-grade white boys.

6. The self concepts of fourth-grade Negro girls are similar to those of fourth-grade white girls.

7. The self concepts of sixth-grade Negro boys are similar to those of sixth-grade white boys.

8. The self concepts of sixth-grade Negro girls are similar to those of sixth-grade white girls.

9. There is no significant relationship between measures of the self concept and measures of academic achievement among fourth- and sixth-grade Negro pupils.

10. There is no significant relationship between measures of the self concept and intelligence test scores among fourth- and sixth-grade Negro pupils.

11. There is no significant relationship between measures of the self concept and manifest anxiety among fourth- and sixth-grade Negro pupils.

12. The interests of fourth- and sixth-grade Negro pupils are not significantly related to their self concepts.

13. There is no significant relationship between measures of the self concept and measures of academic achievement among fourth- and sixth-grade Negro pupils and those among fourth- and sixth-grade white pupils.

14. There is no significant relationship between measures of the self concept and intelligence test scores among fourth- and sixth-grade Negro pupils, and among those test scores for fourth- and sixth-grade white pupils.

15. There is no significant relationship between measures of the self concept and manifest anxiety among fourth- and sixth-grade Negro pupils and those measures between fourth- and sixth-grade white pupils.

16. There is no significant relationship between the interests of fourth- and sixth-grade Negro children as these interests are related to self concepts and measures of fourth- and sixth-grade white children.

Temporal, geographical, and methodological limitations of the study were noted. Subjects of the study were fourth- and sixth-grade Negro pupils from four elementary schools of the East Baton Rouge Parish of Louisiana. Self concepts were measured by responses of the pupils to a set of descriptive adjectives. The children also responded to a forced-choice Self Description Scale which elicited descriptions of traits most and least like themselves within a Pentad or set of five possible responses. A brief supplement to the extensive review by Bledsoe and Garrison of the literature concerned with the self concept was presented.

The following group paper and pencil tests were administered to 297 pupils: Self Concept Scale, Child Self Descriptive Scale, Children's Manifest Anxiety Scale, and a What I Like To Do interest inventory. In addition, the following standardized tests were administered: California Test of Mental Maturity and the Stanford Achievement Test. School grades were obtained from school records of the pupils.

The findings of this study have been reported in Chapter IV in the form of tables and accompanying discussion. Hypotheses were tested statistically by comparison of means for significant differences, by correlations, and by Chi squares. The discussion to follow will correspond to the arrangement of the hypotheses.

Hypotheses one through four were concerned with the self concepts of the children of this study. Indirect comparisons with the Bledsoe-Garrison data were made. The expectation that the self concepts of fourth-grade boys are similar to those of fourth-grade girls was sustained in this study and rejected in the Bledsoe-Garrison study. The self concepts of sixth-grade boys and sixth-grade girls did not differ significantly in this study, but differed very significantly in the comparison data. The hypothesis that the self concepts of fourth-grade boys are similar to those of sixth-grade boys was rejected, with sixth-grade boys scoring significantly higher, and was affirmed in the comparison data. The self concepts of fourth-grade girls did not differ significantly from those of sixth-grade girls in either study.

Hypotheses five through eight dealt with direct comparison between the groups in this study and in that of Bledsoe and Garrison on self concept. When the self concept scores of fourth-grade boys, fourth-grade girls, sixth-grade boys, and sixth-grade girls in both studies were compared, the null hypothesis was rejected in every case, with the children in the comparison groups always scoring higher. These findings also held true in comparisons of self ideal concepts and personal-social orientations. Fourth-grade boys, fourth-grade girls, and sixth-grade boys did not differ significantly on mean scores of manifest anxiety. The sixth-grade girls of this study differed significantly from their sixth-grade white counterparts on scores of manifest anxiety; only in this instance did a group in this study score significantly higher than its corresponding Bledsoe-Garrison group.

Hypotheses nine through twelve dealt with relationships between measures of the self concept and measures of achievement, intelligence, manifest anxiety, and interest of the children of this study. Hypotheses thirteen through sixteen were concerned with comparisons between measures of the self concept and measures of achievement, intelligence, manifest anxiety, and interest of the children of this study and children of the comparison data.

Significant positive relationships obtained between self concepts and achievement in all instances for sixth-grade girls for sixth-grade boys and girls combined, and in most correlations for sixth-grade boys. In the comparison data, fourth- and sixth-grade girls were notably lacking in significant relationships between achievement and self concept.

The Bledsoe-Garrison finding that relationships between self concept and intelligence were mostly low to moderately positively was affirmed in this study. Manifest anxiety was significantly related to the self concepts of the sixth-grade boys, sixth-grade girls, and sixth-grade boys and girls combined in this study, and was significantly related to the self concepts of all groups except sixth-grade girls in the comparison data. In all cases, significant relationships were negative.

A summary of the results of the children's self descriptions revealed the following points. Of 76 equal-likelihood hypotheses concerning characteristics most like themselves, definite preferences were indicated for 64, as compared with 73 in the comparison data. In both studies, then, the choices of "most like" characteristics did not conform to the expected chance arrangement of 25 per cent, or one-fifth, for each option. In this study, 36 hypotheses of equal choice of what is least preferred were rejected, while 64 of them were rejected in the comparison data. It would seem, then, that at least within the limits of this study, white children are more uniform in their identification of characteristics that are least like them than their Negro counterparts. Of the 19 hypotheses related to differences between distribution of first choices among boys and girls at the fourth-grade level, two were rejected, as compared with five in the Bledsoe-Garrison study. The results among sixth-graders of the hypotheses of sex differences in first choices were three rejected, as over against nine in the other investigation. The equal likelihood hypothesis of sex differences in last choices was rejected once in this study and five times in the other by fourth-graders, and of the 19 corresponding hypotheses concerning boys and girls at the sixth-grade level, none were rejected as compared with four rejections in the Bledsoe-Garrison data. One null hypothesis of differences in distribution of first choices between the boys at the fourth- and sixth-grade level was rejected as compared with no rejection in the comparison data. The same findings held true for the distribution of last choices between boys at the fourth- and sixth-grade levels in both studies. Girls at the fourth- and sixth-grade levels did not choose "least like" characteristics with such differential frequency as to lead to a rejection of the null hypothesis.

The boys of this study chose arithmetic as their favorite school subject, desired most to become scientists and engineers were interested on the fourth-grade level primarily in making money and on the sixth-grade level in getting a job. Most fourth-graders saw themselves as being strong and of solid build, while sixth-graders believed that they looked older than their ages. Fourth-grade boys felt that they were good in schoolwork and good looking, while their sixth-grade peers felt that they knew how to do interesting things. Fourth-graders described themselves as being able to make people laugh and polite and courteous; liked to stick to a job until its completion; were pretty sure of what they wanted to do later in life; thought often about dangerous things and about mistakes; liked team games and found it difficult to do things for those whom they did not like. The fourth-grade boys also saw themselves as being cooperative in working around their homes; tended to be affected emotionally by reading content; were hesitant about reciting in class unless they felt confident about the answer; and felt nervous when they talked to their teachers.

Sixth-grade boys choose arithmetic as their favorite school subject; wanted to be scientists; desired jobs right after completion of school; saw themselves as quick and active; felt that they knew how to do interesting things; saw themselves as being polite and courteous; liked to stick to a job until its completion; were pretty sure of what they wanted when they are older; and felt that it is hard to be nice to people whom they don't like. These boys also thought "a lot" about things; were concerned about their health; spent much time on hobbies; thought frequently about mistakes; felt that their ideas often don't turn out very well; characterized themselves as cooperative around the home; felt that their parents usually try to give them the things they need; and were emotional about sad stories.

Fourth-grade girls chose art as their favorite subject; liked best careers in acting; described themselves as quick and active; felt that they were good in schoolwork; characterized themselves as polite and courteous; were always neat and careful; enjoyed conversing with new pupils; felt nervous when they talked to their teachers; were concerned about schoolwork; spent much time on hobbies; liked to save money; and had frequent bad dreams. These fourth-graders also preferred to assume the role of peacemakers among their playmates; experienced difficulty in doing things that they don't like; felt that their parents try to give them the things that they want; and reported emotionality when they read sad stories.

Sixth-grade girls chose art as their favorite subject; liked best careers in acting; described themselves as quick and active; felt that they were good in schoolwork; characterized themselves as polite and courteous; liked to stick to a job until it is finished; enjoyed conversing with new pupils; felt nervous when they talked with their teachers; were concerned about schoolwork; spent much time trying to be attractive; and thought "a lot" about mistakes. The sixth-graders also liked to figure things out for themselves; reported difficulty in making friends with people whom they liked best; were cooperative around the home; and liked best to be with boys and girls who are younger. In general, the girls of this study seem to be more nearly alike in their preferences than the boys.

Agreements between the groups of this study and of the Bledsoe-Garrison data on the Children's Self Description Scale are now noted. Fourth-grade boys of both study chose arithmetic as their favorite school subject. Fourth- and sixth-grade girls liked acting as careers, and sixth-grade boys liked science. All groups agreed on the importance of going to college. Fourth- and sixth-grade girls described themselves as quick and active, and sixth-grade boys characterized themselves as being good at sports. Sixth-grade girls agreed in seeing themselves as polite and courteous. Fourth- and sixth-grade boys liked to stick to a job until it is finished, and were pretty sure of what they want to do when they get older.

Fourth-grade girls reported nervousness when they talk to teachers, and sixth-grade boys found it hade to be nice to people whom they do not like. Fourth- and sixth grade girls liked to pick out their own clothes; and fourth-grade boys reported frequent thoughts about dangerous things. Sixth-grade girls worried about schoolwork and spent much time in keeping neat and attractive. All groups reported thinking "a lot" about mistakes that they have made. Boys of both studies liked team games, and sixth-grade boys felt that their ideas do not turn out very well. Sixth-grade boys agreed that their parents generally try to give them the things that they want. Fourth-grade girls reported emotionality when they read very sad stories; and fourth-graders and sixth-grade boys reported that they take time to be sure of the answer before they say things in class. There seemed to be least agreement between the children of the two studies on those personality and behavioral characteristics that related to liveliness and fun, friendliness and helpfulness, having good ideas, being dependable and serious, and making up minds quickly.

EDUCATIONAL IMPLICATIONS

The self concept was defined for purposes of this study as the individual's report of what he thinks of himself. It also may be conceptualized as how the individual sees himself as a social object. This approach to a definition of the self concept is particularly relevant to the teaching and learning situation, since the individual with low self regard hardly can be expected to perform optimally.

It is a truism that the self concept of the pupil is directly related to his psychological environment, i.e., the sum total of stimulation that has impinged upon him from conception to the present time. Although stimulation has numerous possible sources, most of it comes to the elementary school child from direct contact with others. From his welter of stimulating experiences the child is able to develop a way of viewing his world, a frame of reference which is imprinted indelibly in him and is reflected in his general behavior.

The child can profitably be viewed in three ways: (1) as he sees himself; (2) as he really is; and (3) as he can become. Many of the results of this study afford us valuable insight into how the pupils view themselves. Notable are differences that occurred in the self concepts, academic achievement, intelligence, interest, and manifest anxiety of the children of this study as compared with those of the Bledsoe-Garrison study. These differences between the Negro and white groups very probably relate to real differences between parents and other significant people in attitudes toward learning and achievement, opportunities for intellectual growth; patterns of home life; and racial discrimination and segregation with their concomitant indelible deleterious effect upon the Negro child's attitude and outlook. All these influences on the child inevitably affect his psychological environment, hence his self concept. There is no effort to deny here that the white child also is subjected to negative stresses and strains in the process of growing up, but the weight of evidence seems to support the approach that the experiences of the Negro child are more heavily weighted in the direction of a negative self image with its accompanying widespread depressing effect upon educational achievement and interests, and its positive relationship to high degrees of anxiety.

When we attempt to view the children of this study as they really are, we find that their mean performances on intelligence and achievement factors are consistently below those of the general population of children of their age and grade groups. Their performances also were consistently lower than the performances of their peers in the Bledsoe-Garrison groups. However, the range of the scores in every instance indicates that we are not dealing with statistically dichotomized distributions; there are numerous examples of overlapping scores. The interests expressed by the children in this study were consistent generally with those of the comparison data and are not inconsistent with the findings of other studies.

More important than viewing the student as he sees himself or as he really is, is the goal of viewing him as he can become. It is necessary that the teacher be able to look beyond today's "diamond in the rough" to tomorrow's polished citizen. The school in general, and the teacher in particular, each has the task of providing experiences that will help the child to gain or maintain a sound and realistic self concept.

The goal of being able to view the child as he can become necessarily involves not only the child and his parents and teachers, but involves the broader community as well. It is part of the task of the educational system to enlist this many - faceted aid. Viewing the child as he can become is a real challenge to teachers and is a possible source of much satisfaction. A significant task of education is to arrive at a rapprochement between the self concepts

of the child, on the one hand, and his actual performances such that each child may become the best, most productive, person that he can become.

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